



BRIEFING: Teacher Evaluation System

Goal: The goal of the North Carolina Educator Evaluation System (NCEES) is to ensure that each student in North Carolina has access to highly effective educators and that those educators and students work in school communities led by highly effective administrators.

Status: The NCEES includes evaluation standards that reflect the professional practices, knowledge, and skills that result in improved student outcomes. The 2012-13 school year is the first year in which student growth data will be used to inform the ratings on new student growth standards. In line with current research findings, the State will use three years of growth data to determine an overall status for each educator: in need of improvement, effective, and highly effective. In order to be deemed “effective,” the North Carolina model requires teachers to be proficient on each of six standards outlined in the teacher evaluation instrument.

Recommendations:

1. Continue intense and targeted training for school administrators on the observation rubric in the NCEES, as well as on strategies for providing meaningful feedback to teachers they observe.
2. Continue development of various assessment tools used to measure the learning of students across North Carolina in all grades and subjects.
3. Maintain North Carolina’s model for educator effectiveness. This model demands excellence from the State’s educators in all aspects of their work and has been called one of the most rigorous models in the nation.

Data:

1. The State Board of Education now requires all teachers to receive an annual evaluation, which involves a minimum of two observations for teachers who have career-status.
2. Approximately 38 percent of the teachers have student growth measures through the State Testing Program and administration of Career and Technical Education Post-Assessments.

Issue(s):

1. Measuring student learning in courses or grades and subjects where there are no state assessments.
2. Ensuring that student growth data are used in a fair and valid manner that is consistent with best practices for the use of such data.
3. Supporting school administrators with the implementation of the NCEES process.

Main Points:

1. The NCEES for teachers includes six standards that focus on the professional practices, skills, and knowledge that will result in improved outcomes for students.
2. Race to the Top as well as the Elementary/Secondary Education Act (NCLB) waiver process require that student growth measures be included in teacher evaluation. Measures of Student Learning (MSLs – Common Exams) have been developed through a partnership between the LEAs and the NCDPI in order to provide student growth measures for as many teachers as possible. SAS is partnering with NCDPI to provide EVAAS scores for these teachers that will document teacher impact on student learning.
3. The NCEES for school administrators includes eight standards that highlight the various types of leadership displayed by high-quality administrators.